



EDUCATIONAL ADMINISTRATION AND MANAGEMENT IN GHANA

2nd Edition

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PREFACE

I wrote the first edition of this book with three primary objectives in view. My first objective was to try to blend some of the old, but enduring administrative theories with some of the practical issues in the management of educational institutions today. Secondly, to try to simplify those organizational theories which appear rather remote in their application to the solution of organizational problems, especially as they apply to schools. Finally, to assemble some of the material which students pursuing courses in school administration may need. In this edition, it was my ardent wish to add to the value of the book to educational administrators. In this connection, I have added three new chapters on administrative issues which I consider highly crucial to the success of the modern school administrator. These are human resource management emphasizing staff development as one of its main elements, and organizational climate.

There is a general perception in social organizations that administration is not an academic discipline such as medicine, accountancy and meteorology. This notion stems from the fact that very many of those who are put in charge of organizations to control and direct affairs are not required to have pursued any studies in administration and management. For example, vice chancellors, principals and headmasters who head universities, colleges and schools respectively are simply experienced teachers who, it is expected, have had practical experience in running these institutions. Many of them successfully manage affairs of such institutions to the admiration of their institutions' stakeholders.

Such heads do succeed as a result of their naturally endowed charisma, ability to build strong human relations, ability to procure adequate material resources, ability to motivate their staff to perform their respective functions, ability to resolve human conflicts, etc.

A few heads, unfortunately, are unable to handle management functions and thereby utterly disappoint those with whom and those for whom they are expected to serve. For those not so successful administrators, some of the workable theories and principles of management may prove useful. Even for those deemed to be successful in running their institutions, knowledge of administrative theories and principles are bound to be more beneficial. Such knowledge is also appropriate for the various categories of staff or workers. They need to be aware of these guidelines so that they could find their way in the effective performance of their duties. I have no doubt that students pursuing courses in administration and management in the universities and colleges will find the book useful.

ACKNOWLEDGEMENTS

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I also thank those of my colleagues at the University of Education, Winneba (UEW), whose published materials served as strong encouragement to follow their footsteps, i.e. to be able to publish too.

I make special mention of my students of UEW who not only shared their experiences with me at lectures, but also made me see the urgent need to assemble together many useful thoughts we exchanged at classes.

I owe a dept of appreciation to Misses Anastasia Ocran and Joyce Mantey who typed the draft of the first edition. I am also indebted to Miss Esther Awuah, Secretary of the Centre for Educational Policy Studies, who typed additional chapters for the second edition.

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TABLE OF CONTENTS

CHAPTER ONE	8
THE SCOPE OF ADMINISTRATION AND MANAGEMENT	8
Administration	8
Management.....	9
Planning	10
Organizing.....	11
Staffing.....	12
Directing	12
Controlling	13
Co-ordinating	13
Reporting.....	14
Budgeting.....	15
Decision Making.....	16
Data for Educational Administration and Management.....	21
<i>Principles Regarding Data Gathering</i>	22
<i>The Importance of Data</i>	23
<i>The Computer and Data Bank</i>	23
<i>Data for School Administration</i>	23
Summary	24
Questions for Discussion	25
CHAPTER TWO	26
THEORIES AND PRACTICES OF EDUCATIONAL ADMINISTRATION	26
The Theory of Educational Administration	27
Some Issues that Militate Against Theorizing in Educational Administration	27
How do administrative theories influence the administrator's handling of these areas of operation? Some observations made are that:.....	27
The Foundations of Educational Administration	27
A. Classical or Scientific Management School of Thought	28
B..... The Human Relations School of Thought	30
1. Theory X and Theory Y	30
How do Theories X and Y Apply to Educational Institutions?	31
Theory Z	32
C. THE STRUCTURALISTS' SCHOOL OF THOUGHT	33
Advantages in the Study of Educational Administration.....	35
Summary	36
Questions for Discussion	36
CHAPTER THREE	38
ORGANIZATIONAL CLIMATE.....	38
<i>Quadrant 1: Low participation, low skillfulness</i>	43
<i>Quadrant 2: High participation, low skillfulness</i>	43
<i>Quadrant 3: High skillfulness, low participation</i>	43
<i>Quadrant 4: High skillfulness, high participation</i>	44
Summary.....	44
Questions for Discussion.....	44
CHAPTER FOUR.....	46
LEADERSHIP IN EDUCATIONAL ADMINISTRATION AND MANAGEMENT	46
<i>Leadership</i>	47
Types of Power	47
LEADERSHIP STYLES	49
Autocratic Style.....	49
<i>Pros and Cons of Autocratic Style</i>	50
<i>The Cons of Autocratic Style</i>	50
Democratic Style.....	50

<i>The Pros of Democratic Leadership</i>	51
<i>The Cons of the Democratic Style</i>	51
<i>Laissez-faire or Free Rein Style</i>	52
<i>The Pros of the Laissez-faire Style</i>	52
<i>The Cons of the Laissez-faire Style</i>	52
<i>Charismatic leadership</i>	52
<i>Characteristics</i>	52
<i>Transformational leader</i>	53
<i>Characteristics</i>	53
<i>The Need for Transformational Leader</i>	54
<i>Transactional Leadership</i>	54
<i>Characteristics</i>	54
<i>Which is the Best Style of Leadership then?</i>	55
AN OVERVIEW OF LEADERSHIP THEORY	55
<i>The Trait Approach</i>	55
<i>The Behavioural Approach</i>	56
<i>The Situational or Contingency Approach</i>	56
<i>Leadership Roles and Perceptions</i>	57
<i>Some important concepts to understand in the leadership</i>	57
<i>Functional Roles in a Group</i>	58
<i>The School as a Social System</i>	59
<i>The Notion of Equilibrium</i>	60
MOTIVATION	60
<i>Basic Characteristics of Motivation</i>	61
<i>Types of Motivation</i>	61
<i>Motivation and Performance</i>	62
<i>Factors that contribute to individual job performance</i>	62
<i>Need Theories and Work Motivation</i>	62
In What Ways Do These Needs Motivate the Worker?	64
<i>Job Satisfaction and Productivity</i>	64
<i>Factors That Contribute to Productivity</i>	65
<i>Human Factors</i>	66
<i>Productivity in Education</i>	66
<i>Staff Morale: Processes of Promoting High Morale in the Teaching Service</i>	66
Organizational Goals	67
<i>Morale is Closely Related to Job Satisfaction</i>	67
<i>Summary</i>	69
<i>Questions for Discussion</i>	69
CHAPTER FIVE	70
SCHOOL-COMMUNITY RELATIONS	70
<i>Determinants of Relations</i>	71
<i>Is There Any Need for the School and Its Community to Relate?</i>	72
<i>While the school has been assigned a primary responsibility of educating the child, parents have important roles to play in supplementing at home what the school will be providing the child. A close school-community relations, therefore, assist in meeting the child's educational needs fully.</i>	73
<i>Barriers to School-Community Relations</i>	74
<i>Principles Underlying School – Community Relations</i>	76
<i>How Should Schools Establish Relationship with the Communities?</i>	77
<i>In What Practical Ways Can We Meet the Above Demands?</i>	77
THE SCHOOL AS AN OPEN SYSTEM	82
<i>The Value of Open System Concept</i>	83
<i>Components of the External Environment</i>	84
<i>Inputs Can Be Categorized Under:</i>	84
<i>Is a School Really an Open System?</i>	84
<i>Carlson identifies two types of organizations</i>	85
<i>Summary</i>	86
<i>Questions for Discussion</i>	86
CHAPTER SIX	87

STUDENT PERSONNEL ADMINISTRATION AND	37
SCHOOL DISCIPLINE	87
<i>The Role of the Students' Representation Council</i>	89
3	Suggestion Box 90
<i>Advantages of Student Participation</i>	90
<i>Disadvantages of Student Participation</i>	91
<i>Negative Effects of Non-Involvement</i>	92
<i>Feedback and Consultations in Student Governance</i>	92
<i>Feeding Students in a Boarding School</i>	92
Students Record and Guidance	94
<i>Problems That Can Arise from Improper Record Keeping</i>	96
Students Guidance	96
Class Organization	97
Classroom and School Discipline	98
Summary	101
Questions for Discussion	102
CHAPTER SEVEN	103
PARTICIPATION IN SCHOOL ADMINISTRATION	103
The Scope of Participation	103
Benefits of Participation	104
Barriers to Effective participation	105
Organizational Barriers:	105
Managerial Barriers	105
Employee Barriers	105
Opportunity for Teacher Participation	106
Staff Participation in School Administration	108
Levels of Teacher Participation	108
Guidelines for Participation	109
Participative Management	110
Who Should Participate?	110
Desire of Individuals to Participate	111
How to Avoid Groupthink	113
Dangers in the Participation Approach	115
Summary	115
Questions for Discussion	116
CHAPTER EIGHT	117
THE PROCESSES OF COMMUNICATION	117
The Basic Communication Process	118
Transmitters and Receptors	118
Messages, Channels and Noise	118
Meaning, Encoding, Decoding and Feedback	119
Types of Communication	119
2. Communicating with Groups of Employees	120
Communication Networks	121
Common Communication Networks	123
Types of Networks	125
Non-verbal Communication	126
Body Language or Kinesics)	126
Barriers to Communication	127
Ways of Enhancing Communication in a School System	130
Guides to Improve Listening	132
Summary	133
Questions for Discussion	133
CHAPTER NINE	134
THE MANAGEMENT OF HUMAN RESOURCES	134
Performance of Management Functions	135
Human Resource Planning	135

Recruitment.....	138
<i>How to determine staff requirements of an organization.....</i>	139
Recruitment practices.....	139
Basis for recruitment.....	140
Problems in recruitment.....	141
<i>Recruitment through Employee Promotion.....</i>	142
<i>Constraints on Recruitment.....</i>	142
<i>Factors that Influence Occupation Choice.....</i>	143
<i>Methods of Recruitment.....</i>	144
<i>Employment Agencies.....</i>	144
<i>Career and Placement Services.....</i>	144
Selection.....	145
Placement and Induction.....	148
Appraisal.....	149
<i>Terminating the Employment of Professional Teachers.....</i>	150
Rewards.....	150
Variables that Affect Rewards.....	151
Types of Rewards.....	152
REWARDS.....	152
The Retention of Staff in an Organization.....	153
<i>Some causes of staff turnover.....</i>	154
<i>Measures to retain staff in an organization.....</i>	155
<i>The Administration of Fringe Benefits.....</i>	155
<i>Types of Fringe Benefits.....</i>	156
<i>Voluntary Fringe Benefits.....</i>	156
Legal and Policy Issues in Human Resource Management.....	157
<i>Tort Liability in Personnel Management.....</i>	158
Summary.....	159
Questions for Discussion.....	160
CHAPTER TEN.....	161
STAFF DEVELOPMENT.....	161
<i>Staff development policy.....</i>	162
The rationale for staff development.....	163
Beliefs about staff development.....	163
What are the effective approaches in providing staff development?.....	164
Who should be involved in the organization of staff development programs?.....	165
What benefits accrue from staff development?.....	165
Methods of staff development.....	166
Coaching:.....	166
Mentoring.....	167
Evaluation.....	167
Justification for school-based staff development programs.....	167
Some in-service activities for supervisors.....	168
Problems in staff development.....	168
These needs include:.....	168
Furthermore:.....	169
1. We don't have the resources:.....	169
2. We are comfortable with where we are:.....	169
3. We are not given prior adequate notice:.....	169
4. We don't have time:.....	170
5. We are not given incentives:.....	170
Principles for effective staff development.....	170
Elements of staff development.....	171
Summary.....	173
Questions for Discussion.....	173
CHAPTER ELEVEN.....	174
FINANCIAL ADMINISTRATION.....	174
Administration and Finance.....	175

Principles of Financial Administration	175
Some Economic Principles Regarding Financial Management	176
The Budget and Budgeting	176
Budgeting	178
The Budget Document	178
Purposes and Uses of a Budget	179
Types of Budget	180
i. Line item budget	180
ii. Variable Cost Budget	181
iii. Milestone budget	181
vi. Programme budget	181
v. Zero-base budget	181
Some Budget Problems	181
Financial Control	182
<i>Steps in budgetary control</i>	183
Criteria for a good budget	184
Summary	185
Questions for Discussion	186
CHAPTER TWELVE	187
CONFLICT AND CONFLICT MANAGEMENT	187
What then is Conflict?	188
The Conflict Process	189
What Causes Conflict in Organizations?	189
Forms of Conflict	193
Levels of Conflict	194
Location of Conflict	195
Effects of Conflict on an Organization	197
Positive Effects of Conflict	197
Negative Effects of Conflict	199
Defence Mechanisms	200
How to Manage Conflict	202
Negotiation in Conflict Management	206
Unilateral Negotiation Strategies	207
Interactive Negotiation Strategies	207
Third-Party Facilitator	209
A Third-Party Facilitator Technique	209
Structural Methods in Conflict Management	210
Summary	212
Questions for Discussion	212
CHAPTER THIRTEEN	213
INSTRUCTIONAL SUPERVISION	213
What is Supervision?	213
Who is a Supervisor?	214
What are the Personal Characteristics of a Supervisor?	214
How should We Judge People's Supervisory Performance?	215
Management of Resources	215
Objectives of the Instructional Supervisor	216
What is Supervision For?	216
What are the Activities of a Supervisor?	217
Major Functions of the School Operation	220
Tasks performed under supervision	220
Principles Governing the Operation of Supervision	221
The Organization of Instructional Supervision	223
Supervision at the District Level	223
Supervision at the School Level	223
Assisting Tasks	223
Linking Tasks	223
Development Tasks	224

Supervision at the Classroom Level.....	224
Assisting Tasks.....	224
Linking Tasks.....	225
Observation in the Classroom.....	225
Problems of Instruction Supervision in Ghana.....	227
Summary.....	230
Questions for Discussion.....	230
CHAPTER FOURTEEN.....	232
THE SCHOOL SYSTEM IN GHANA.....	232
NEW STRUCTURE OF EDUCATION SINCE 1987.....	234
University.....	4 years
.....	234
OLD STRUCTURE OF EDUCATION.....	235
UG -University of Ghana.....
.....	235
Objectives.....	235
Central Government Funding of the Education Sector.....	236
The Administrative Structure of the Educational System in Ghana.....	237
Teacher.....	237
Roles of the Administrative Personnel.....	237
Organizational Structure of the Ministry of Education.....	241
Functions of the Ministry of Education.....	241
Ranks in the Ministry of Education.....	241
The Ghana Education Service (GES).....	242
Ranks in the G.E.S.....	242
Functions of Some Key Personnel in the Ghana Education Service.....	242
Regional Directors of Education.....	243
District Directors of Education.....	244
Regional Manager of Education Units.....	244
Functions of a Principal Superintendent.....	245
The Teacher.....	8
.....
.....	247
Educational Disciplinary Committee.....	247
The Regional Disciplinary Committee.....	247
District Disciplinary Committee.....	248
Summary.....	248
Questions for Discussion.....	249
CHAPTER FIFTEEN.....	250
TRENDS IN THE DEVELOPMENT OF EDUCATIONAL.....	250
ADMINISTRATION AND MANAGEMENT IN GHANA.....	250
Early Administrative Measures.....	251
The Education Ordinance of 1925.....	256
Questions for Discussion.....	265
CHAPTER SIXTEEN.....	267
THE PURSUIT OF A DECENTRALIZATION POLICY IN GHANA.....	267
What is Decentralization?.....	267
Forms of Decentralization.....	268
The Rationale for Decentralization.....	269
Benefits.....	269
Problems of Decentralization.....	270
Arguments for Centralization.....	270
Efforts at Decentralization in Ghana.....	271
Evolution of the Devolution Policy in Ghana.....	271
Reasons for the failure of Past Decentralization Attempts.....	272
The Colonial Period (1844-1951).....	273
The Nkrumah Regime (1951-1966).....	273

The First Era Military Rule in Ghana (1966-1972)	274
The Second Republic Era (1969-1972).....	274
The National Redemption Council/Supreme Military Council Era (1972-1979)	275
The Provisional National Defence Council Era (1981-1992)	275
The Fourth Republic Era: The Government of the National Democratic Congress (January 1993 to 2001)	276
Decentralized Departments in Ghana.....	277
Some Achievements in Ghana	278
Community Participation in Education	278
Summary	279
Questions for Discussion	280
CHAPTER SEVENTEEN	281
REPORT WRITING	281
Definition	282
Purpose.....	282
Presenting the Facts	282
Outline Styles	283
Title	284
Writing the Report	284
Structure of a Report	285
The conclusion	286
Tables and Illustrations	286
Some Helpful Hints.....	287
Facts to Bear in Mind Once You Actually Start	287
Suggested Activities.....	288
REFERENCES.....	289